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ABSTRACT

Presented is a report to the Washington State Legislature on the quality of special education teacher training programs in Washington. School districts offering special education services and 10 colleges offering relevant teacher training were surveyed. Described are special education degree programs offered in Washington at the Associate, Baccalaureate, Master's, and Doctoral levels. Major findings of the study include a belief by school districts that more of the personnel selection process should take place at the preservice level, the preference of school districts for special education personnel with strong backgrounds in basic skills, and a common belief of districts that college faculty know little of district programs and problems. Provided are definitions of terms such as cooperating teacher. The following recommendations are summarized: (1) that graduation requirements of special education teacher training programs include a greater variety of practical experiences, (2) that teacher training institutions determine criteria for assessing student competence, (3) that regular communications between teacher training institutions and user districts be established, (4) that training needs of regular teachers involved in mainstreaming be met, and (5) that 4-year institutions ensure that their graduates understand the role of the trained paraprofessional. Appended are the text of a state bill mandating public education for all handicapped children, the introduction to a document giving guidelines for teacher training programs, and the text of the Senate resolution authorizing the survey. (DB)

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THE QUALITY OF SPECIAL EDUCATION TEACHER TRAINING PROGRAMS

A Report to the Legislature
In Response to Senate
Resolution 1974 - 178

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January, 1975

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SUMMARY

The following remarks were taken from responses to the survey of directors of special education programs on the district level. They will serve to summarize both the findings of this study and the status of special education in Washington today.

> We are small -- one resource room, one teacher, one aide and me, a principal who understands only about 1/10th of what he should relating to the handicapped programs. We do get some direction through the intermediate school district, and I'm sure they'd like to provide more. I am particularly concerned about the time we must replace our present teacher. Will we be able to employ one with not only the instructional capabilities but the background necessary for the legal functioning of the handicapped program? Hopefully our colleges and universities are doing that at this time.
>
> Being in special education at this time is very challenging and exciting. Change is constant and the relevance of programs to students is increasing daily. I'm proud to be a part of it. My best to you in your attempts to make things even better.

INTRODUCTION

It is the intent of this report to address the quality of the special education programs offered by Washington public colleges and universities. The major focus is on the programs designed to train those persons who hope to or will become teachers of handicapped children whose problems can be seen as relatively mild -- those children traditionally labeled as educable mentally retarded, emotionally disturbed, behaviorally disordered, educationally handicapped and learning disabled; and because baccalaureate graduates are the backbone of these local special education programs, this report speaks primarily to special education teacher training programs at the baccalaureate level.

This study follows by three years two other major actions which directly affect special education -- the enactment of House Bill 90, which ensures that "all handicapped children ... shall have the opportunity for an appropriate education at public expense ... "[1] and the adoption of new State Board of Education standards for the preparation and certification

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[1] Chapter 66, Engrossed House Bill No. 90, "Educational Opportunities for Handicapped Children" (Appendix A)

of school professional personnel.[2] It follows by one year the report of the Washington State Education Commission which recommended, among other things, that because of the basic school district obligation to provide educational programs and services appropriate to the unique needs and abilities of each handicapped child, regular program reviews should be conducted by external review teams to ensure effectiveness and quality.[3] It is apparent that the quality of local programs depends largely on the personnel employed by the district; therefore, for the purpose of this report, both the colleges and universities and the districts themselves were surveyed to determine their perceptions of special education personnel training needs.

Today's market in special education is generally a buyer's market, due primarily to an undersupply of openings on the local level. The impact of House Bill 90, however, remains the same; and because of that fact many districts have developed both written and oral examinations to determine objectively which job applicants can do the best job for their district. As a result, many districts, particularly

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[2] "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel", Superintendent of Public Instruction, Adopted by the State Board of Education, July 9, 1971. (Introduction appears as Appendix B)

[3] "Directions in the Education of Handicapped Children: A Report to the Washington State Legislature by the State Special Education Commission", Washington State Special Education Commission, December 21, 1973.

large ones, have devoted considerable time and effort to the examination of the skills and personal assets of potential special education personnel.

One of the major findings of the survey is the strong attitude on the part of the districts that more of the special education personnel selection process should take place at the pre-service level. This, they believe, relates directly to the quality of college and university special education programs, and can be accomplished in two ways: (1) by improving and increasing students' practical experiences; and (2) by improving the student counseling and evaluation process.

The second major finding is that districts prefer to hire special education personnel with a strong background in basic skills. The survey revealed a preference for the program philosophy adopted by the Special Education Department at Central Washington State College. Their training program assumes that basic teaching problems are the same for all categories of students, and that all special education instruction must be individual.

Thirdly, with a few notable exceptions, there is a widespread belief among the districts that most college and university faculty know little of district programs and the day-to-day problems encountered by their graduates. This, too, relates

to program quality and could be overcome by establishing a regular communications process between the training institution and the user districts.

Finally, due to the impact of House Bill 90 and the trend toward "mainstreaming",* the study found that efforts to provide both in-service and pre-service training in special education to all regular education teachers need to be increased.

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*Mainstreaming is the educational process whereby handicapped children spend as much time as possible in the mainstream of education -- the regular classroom.

RECOMMENDATIONS

1. The Council on Higher Education recommends that the graduation requirements of special education teacher training programs be examined and that a greater variety of practical experiences and activities be incorporated into those requirements. More, better planned, earlier, and better documented experimental and field practicum experiences would (1) provide prospective teachers with an opportunity to decide early in their college programs whether or not they want to enter the teaching profession; and (2) increase the ability of special education personnel to assess the student's ability to relate to children and perform with competence and confidence both in the classroom and in the field.

2. The Council on Higher Education recommends that all state special education teacher training institutions take immediate steps to begin to develop and make known those criteria by which it can be determined -- by college faculty, by field experience supervisors, and by the students themselves -- whether the student has attained competence in those areas considered basic and essential to successful program completion. The approach adopted by either Central or Eastern Washington State College could provide a model for use in establishing competence-based criteria for each of the state college and university special education teacher training programs.

3. The Council on Higher Education recommends that a regular communications process between the teacher training institutions and the user districts be firmly established, and that all levels of special education personnel -- two- and four-year college faculty, and administrators, teachers and supportive personnel from the school districts -- and both parents of, and handicapped students themselves, be involved. The establishment of a firm and regular communications process would provide essential and desirable opportunities to agree (and continue to agree) on the basic competencies needed in the field; to plan for better and less redundant student field experiences; to provide for faculty exchanges to stimulate change and improvement in special education programs; and to begin to resolve the problems of articulating two- and four-year special education teacher preparation programs.

4. The Council on Higher Education recommends that new ways be developed to meet the in-service and pre-service training needs of "regular" education teachers who are becoming involved in mainstreaming.

5. The Council on Higher Education recommends that the four-year institutions play a role in ensuring that both regular and special education teacher trainees understand the contribution the trained paraprofessional can make.

SECTION I
BACKGROUND

In the past ten or fifteen years, a number of recommendations and laws have been passed which increasingly emphasize the equality of all U. S. citizens, regardless of physical characteristics. In 1971 the Washington Legislature enacted legislation intended to ensure that all handicapped children would have the opportunity to learn through an appropriate educational program provided at public expense. As a result, special educators on all levels are increasingly accepting responsibility for the development, implementation and improvement of educational programs designed specifically for handicapped children, and those that will serve all children, both handicapped and nonhandicapped, through an educational process called "mainstreaming".

Special education faculty from the state's public four-year colleges and universities had been meeting on an informal basis for several years prior to the enactment of Engrossed House Bill 90; thereafter discussions began to focus on meeting the needs which would become apparent with its implementation (now Chapter 28A.13, Revised Code of Washington, effective July, 1973). In the spring of 1973 this group formed the Association of Trainers of Special Education Personnel and, together with staff from the Superintendent of Public Instruction, has begun to develop the "Washington State Six Year Plan for the Preparation of Personnel in Special Education."

Essentially, this plan speaks to the number of special education personnel that the colleges and universities will attempt to train through 1980.

In July 1973, the Washington State Special Education Commission was appointed by the Governor and the Superintendent of Public Instruction. This commission, comprised of nine persons representing schools, groups and agencies concerned with and knowledgeable about the education of handicapped children, was to examine what was being done and what needed to be done in the area of special education in the common schools. The commission presented its report to the 1974 Legislature recommending that, because of the basic school district obligation to provide educational services and programs appropriate to the unique needs and abilities of each handicapped child, program reviews should be conducted regularly by external review teams to ensure effectiveness and quality. The quality of local programs depends largely on the personnel employed by the district. Therefore, in February 1974, the Legislature adopted a resolution directing the Council on Higher Education to undertake a survey to "ascertain the quality" of college and university programs offered "for the advancement of (the) program of education of the handicapped (children) in this State ..."[4]

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[4]Senate Resolution 1974-178, by Senators Odegaard and Sandison (Appendix C).

Study Scope and Methods

Prior to undertaking the survey, the Council staff discussed the special education programs offered by each of the public four-year colleges and universities with the person(s) directly responsible for those programs. Community college programs were discussed with staff at the State Board for Community College Education. In addition, the particular kinds of knowledge and skills needed in special educators were discussed with several school district special education directors.

The survey instrument was designed on the basis of these conversations and other research efforts, and administered to both the trainers and employers of special education personnel.

One hundred forty-two questionnaires were mailed to the special education directors/coordinators of those districts or cooperatives offering special education services to handicapped children in the 1973-74 school year. Responses were received from more than 50 percent of these districts (82). Questionnaires were also mailed to those colleges and universities that offer teacher training in special education --

Central Washington State College
Eastern Washington State College
University of Washington
Washington State University
Western Washington State College -- and to those community colleges with associate degree or certificate programs in early childhood education. Responses indicated that five community colleges offer programs especially designed for persons who intend to work with handicapped children in the classroom:

Bellevue Community College
Edmonds Community College
Seattle Community Colleges (Central and North)
Spokane Falls Community College

SECTION II

SPECIAL EDUCATION DEGREE PROGRAMS AT THE VARIOUS LEVELS

Associate

The primary recommendations of the Washington State Special Education Commission speak to the need for expanding special education programs in the area of early childhood education of the handicapped. The Commission indicated that substantial educational gains can be made through the educational involvement of handicapped children at the earliest possible age. Washington community colleges have long offered programs in parent and early childhood education; several of them have developed or are developing programs designed to meet the particular in-service and pre-service training needs of assistants or aides in special education classes. Table I briefly describes the community college programs and their objectives.

Baccalaureate

At the present time, Central Washington State College has the largest baccalaureate program in special education (about 150 graduates in 1973-74), followed by Western (almost 70 special education students earned the baccalaureate in 1973-74). Eastern's program, three years old, graduated

Table 1

Community College Programs - Special Education

Bellevue Community College

The Child Development Associate Credential, offered as part of the BCC Early Childhood Education program, attempts to meet the inservice and preservice training needs of aides in special education. Class study includes observation, participation and practical experience in the settings where a person will be employed. As an occupational program, Early Childhood Education features "learning by doing." The students are actually working with the children, participating in real classroom situations. A broad liberal arts program with emphasis on human relations also is an integral part of this program. The objectives of the program are based in behavioral terms with all the required Early Childhood Education courses developed with stated competencies.

Edmonds Community College

Edmonds Community College offers both a one-year and two-year certificate program to provide paraprofessionals with an opportunity to update existing skills or, in the case of candidates, provide new skills and background which will enable them to understand and help the developmentally disabled young adult with little or no reading skills. In the developmental stages are two additional programs: 1) a certificate program for special education teacher aides, secondary, geared to the vocational training of the non-reader; and 2) a three-stage driver education program for the developmentally disabled non-reader.

Seattle Community Colleges, Central and North

In 1973 an effort was begun to modify the Early Childhood Education program so that students could receive training to work with young handicapped children in private preschools, day care centers, and as assistants in special education classrooms in the public schools. A full-scale program designed to train paraprofessionals has now been implemented. The objective of the program is to improve the quality of educational services available to these children by establishing training opportunities which will increase the effectiveness of teaching aides and assistants in the special and integrated classrooms enrolling handicapped children. Seattle Central and North Seattle are working cooperatively to develop and test a replicable model for the training of paraprofessionals to work with handicapped children which can be adapted to other community colleges or training institutions.

Spokane Falls Community College

Spokane Falls, like Bellevue, offers the Child Development Associate Credential. The Early Childhood Education program at SFCC consists of a two-track plan whereby a student may elect to complete requirements for an Associate of Arts degree, which is transferable to a four-year institution, or an Associate of Science degree which is designed to prepare a student for work experience with young children from 3 - 6 years of age. In either program students take both liberal arts courses related to the field of child development and methods classes in the area of physical, social, mental, emotional and neurological development. In addition, students spend from 6 - 18 hours per week working with children. The primary objectives of the field experience are to provide students with the opportunity for a great deal of interaction with children and to learn to become sensitive to children's needs.

22 persons last year; and Washington State University, with a newly established program, presently limits enrollment and plans to keep the number of graduates to about 30 a year. Baccalaureate graduates form the backbone of the local special education programs.

Table 2 is intended to provide a brief overview of the philosophy and training objectives of special education programs on the baccalaureate level. Table 3 lists the courses required of students who major in special education. Table 4 provides a different and additional perspective, indicating those areas district special education directors believe should be a required part of the special education teacher's pre-service program and the special education department's own interpretation of the emphasis of its program. These tables, to some degree, reveal the strengths and differences of each of these programs. Program strength can be reflected in things like 1) a clear statement of training goals; 2) the courses required/considered essential to meeting these goals; and 3) the fact that faculty teach in one -- or primarily one -- area, and are more likely to communicate.

Master's

Master's level programs in special education are offered by Central Washington State College, Eastern Washington State College, the University of Washington, and Western Washington State College. Most require both a basic core of courses with

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Table 2

Bachelor of Arts in Education - Special Education Major

Departmental Philosophy*

Central Washington State College

The philosophy of Special Education at Central is to train teachers to diagnose and prescribe for the education of the student regardless of the handicap. Problems of curriculum, materials, and instruction must also be solved by the teacher for each child in every category of exceptionality.

The training program is based on the assumption that basic teaching problems are the same for all categories of students, and that all special education instruction must be individual.

Students may choose to emphasize curricula for exceptional students at the elementary level, or career planning for exceptional students at the secondary level.

Eastern Washington State College

The Special Education Program at Eastern Washington State College is designed to prepare elementary level teachers with the competencies necessary to provide complete educational services for the handicapped. Teachers graduating from this program are generalists in given categories of handicapping conditions and specialists in instructional strategies applicable across a broad spectrum of learning problems. The special education teacher prepared within this program should understand the psychological aspects of learning problems and focus powerful and effective techniques upon them to affect their management. The direction is toward the competency-based teacher education program and the objectives are spelled out by the competencies written by the Eastern Washington Special Education Consortium.

Washington State University

The special education major is available to those students majoring in Elementary Education who, while wishing to be prepared for general classroom teaching at the elementary level, wish also to have the preparation which will qualify them to secure positions as resource room teachers in working with students who may benefit from more individualized attention.

Western Washington State College

The program in special education at Western Washington State College is based upon the philosophy that children are our most important resource and that there are no exceptions among these children. It is recognized that individual children have different needs and that they may differ in degree and in kind of abilities to fulfill their requirements. The mission is to help prepare teachers and other educational personnel to develop skills and competencies in developing, adapting and administering educational procedures to children having unusual needs.

*Quoted as nearly as possible from the statement of philosophy provided in response to the survey.

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Table 3

Bachelor of Arts in Education - Special Education Major Required Courses

Central Washington State College: Elementary or Secondary Emphasis

Course Number	Title	Hours
SpEd 301	Introduction to Exceptional Students	4
SpEd 351	Programming Materials for Exceptional Students	4
SpEd 401	Curriculum for Exceptional Students at the Elementary Level	5
SpEd 402	Curriculum for Exceptional Students at the Secondary Level	5
SpEd 415	Learning Problems of Exceptional Students I	4
SpEd 416	Learning Problems of Exceptional Students II	4
SpEd 460	Counseling Parents of Exceptional Students	3
SpEd 448	Practicum	6-15
	Guided Electives in Special Ed	1-10

Eastern Washington State College: Elementary Emphasis

Course Number	Title	Hours
Ps 201	Scientific Principles of Psychology	5
PsA 202	Introduction to Development and Learning	4
PsA 355	Psychology of Childhood and Adolescence	5
PsA 363	Psychology of Exceptional Children	4
PsA 403	Psychology of Individual Differences	4
PsA 468	Tests. Measurements, and Evaluation	5
PsA 498	Seminar (in specialized area)	3
PsA 405	Psychology of the Mentally Retarded	4
PsA 406	The Socially-Emotionally Disturbed Child	4
Ed 407	Education of Exceptional Children I	4
Ed 408	Education of Exceptional Children II	3
PsA 356	Practicum: Field Analysis of Behavior of Children	2

Washington State University: Elementary Emphasis

Course Number	Title	Semester Hours*
Spe 205	Introduction to Speech Pathology	3
Spe 473	Language and Learning Disability	3
CFS 448	Influences on Parent Behavior	3
PEP 463	The Atypical Student in PE	2 or 3
Ed 449	Principles of Precision Teaching (includes Practicum)	3
Ed 455	Introduction to Educating Exceptional Children	2
Ed 456	Seminar in Mental Retardation	2
	Guided electives	15

*(Multiply by 1.5 to determine quarter hours.)

Western Washington State College: Elementary or Secondary Emphasis

Course Number	Title	Hours
Ed 360	Introduction to Exceptional Children	3
Ed 445f	Current Trends in Education: Precision Teaching, A Methodology for the Dysfunctional Child	3-5
Ed 462	Curriculum for the Exceptional Child	4
Ed 466	Guidance for the Handicapped Child	4
Ed 361	Practicum: Special Education	4
Ed 462a	Practicum: Curriculum for the Exceptional Child	1-3
Ed 498	Supervised teaching: Special Education	16
	Guided Electives in Special Education	7-11

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Table 4

Special Education Skills and Competencies - Baccalaureate Level

X = Currently emphasized (required)
O = Offered, but not required
E = Will be emphasized
A = Courses will be added in this area

	Should be required - % district directors indicating	CWSC	EWSC	WSU	WWSC
1. Methods and materials for exceptional children (reading, arithmetic and language arts)	73%	X	X	X	X reading arithmetic science social studies
2. Individualized instruction	66%	X	X	X	X
3. Practicum and intern experiences	63%	X	X/A	X	X
4. Evaluation and assessment techniques	63%	X	X	X	X
5. Training in a variety of continuous measurement techniques	57%	X	X	X	O
6. Interrelationships & similarities of disabilities, methods & materials	56%	X	X	X	X
7. Behavior modification techniques	55%	X	E	X	O
8. Use & supervision of paraprofessionals	53%	X	E		X
9. Establishing & meeting pre-vocational & vocational objectives	52%	X	A	A	X

*It should be noted that approximately 15-16 qtr. hrs. of student teaching is required by each of the teacher training institutions. Practicum and intern experiences speak to additional field experiences.

an additional specified minimum number of credits to be earned in the field of specialization (e.g., mental retardation, special education teacher -- self contained classroom). The program is then individually designed based on the student's background and vocational goals. Master's level personnel, depending on the area of specialization, work to develop and refine skills and competencies in the areas of educational assessment, instructional materials evaluation and development, behavior modification, measuring progress, consultation techniques, community relations, parent education and administration.

In most cases, persons cannot be graduated from the Master of Education program unless successful teaching experience has been demonstrated. Central Washington State College does not admit students to its Master of Education, Special Education program unless they have one year's teaching experience in special education; and the University of Washington will admit only experienced teachers to its master's program especially designed to retrain and prepare them for mainstreaming (resource room* teacher for the mildly handicapped). As in other areas,

*Resource room: A classroom or other space maintained by a school district to provide specialized instruction exclusively to 26 or more handicapped pupils, no one of whom spends more than two hours per day in the resource room, and all of whom are enrolled in the regular school curriculum and receive regular instruction primarily from outside the handicapped program.

master's and doctoral level programs in special education are intended to complement, refine and expand the skills and competencies acquired at the baccalaureate level. In most cases, the master's is intended to be a practitioner's degree.

Doctoral

The University of Washington offers the only doctoral programs in special education. Doctoral level programs consist of a common core of knowledge and competencies. The student earning a doctoral degree is expected to be:

> competent in the application of contemporary theories of learning and cognition;
>
> cognizant of the role of language in communication, cognition, and curriculum;
>
> knowledgeable about the evaluation and development of curriculum materials and instructional procedures applicable to the instruction of handicapped individuals at all educational levels;
>
> experienced in the evaluation, adaptation and implementation of procedures and materials which will enhance the education of handicapped individuals; familiar with the fundamentals of research design and the basic tools of investigation;
>
> and competent in recreation activities including music, dance, physical education, art, craft and creative dramatics.

In addition to the global body of knowledge expected of all doctoral students, specialization is encouraged in one or more of the following areas: administration, teacher education or research. Finally, as described in an October, 1974

University of Washington application for federal grant monies to be used for training special education personnel:

> "The faculty of the area of special education feel strongly that the conference of a doctoral degree implies more than the possession of specific academic competencies. Each trainee then, must, before leaving the doctoral program, demonstrate that he has earned the respect of his peers, the faculty and the community at large. In addition, he must demonstrate that he can clearly articulate his knowledge, viewpoints and philosophy to his colleagues and to the community he expects to serve."

Section III

FINDINGS OF THE STUDY

Practical Experience

From the districts' viewpoint, one of the most serious deficiencies in college and university special education programs is that students generally lack practical experience. The following remarks, only a fraction of those made by special education directors/coordinators at the district level that relate to practical experience, illustrate that the problem is fundamental.

> Teacher candidates need to be provided with exposure and interaction with all types of teaching situations.
>
> Students should be provided with numerous practicum experiences and, finally, an internship.
>
> The practicum experience appears to be a crucial part of the training experiences.
>
> More experiential practice; from an experience viewpoint, we have high school vocational students who work better with kids.
>
> The length of the practicum is very much reflected in the performance of first-year teachers.
>
> Training should include wide exposure to all agencies supportive of handicapped children.
>
> One of the weak areas of the various programs is an assured good practicum experience with children representing a variety of handicapping conditions.

Practical experience, in their opinion, relates directly to the belief that certain basic skills and competencies must be mastered before teachers can design programs "directed to the unique needs, abilities, and limitations of handicapped children" (RCW 28A.12.010).

Washington colleges and universities presently require students to earn a minimum of 15-16 quarter credit hours (approximately one quarter full-time) through directed student teaching* before the Bachelor of Arts in Education is awarded. While special education students may elect to take more student teaching, they usually do not do so (with the exception of students at Western Washington State College who usually take 2 quarters of student teaching). In addition, the minimum number of quarter hours that students are required to earn through practicum* experience ranges, for the various programs, from 2 to 6 hours; and for the bachelor's degree, internships* (which must be developed in cooperation with the local districts) are not required at all.

There is one notable exception: Students in the Child Development Associate Credential Program at Spokane Falls Community College participate in field experiences each quarter throughout their two-year program. Those who transferred to a four-year institution are enthusiastic about the program at

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*See definitions, p. 39

SFCC because it has made their advanced college courses more meaningful.

Because the importance of practical experience cannot be overemphasized, teacher training institutions should begin to take greater responsibility for ensuring that students fully understand its importance. Special education departments should provide students with a reasonable number and mix of both experimental and field practicum experience. (If the practicum is heavily based on experimental units, the student will struggle with implementing technique in actual teaching situations. If the practicum is primarily field oriented, the student may only learn and perpetuate "some" of the techniques currently used.) Particular attention should be given to providing experience in real rather than "plastic" learning environments.

In addition to the practicum experiences provided by the teacher training institution, all special education students should be expected to demonstrate commitment to the education of the handicapped. Greater efforts should be made to counsel and advise the student to gain experience in working with handicapped children through summer or weekend jobs, or through volunteer work; opportunities also could be made available through the State Work-Study Program. While the special education program at Washington State University is still in the developmental stages, it requires "successful experience observing and

observing and teaching in a special education program of some type prior to acceptance" into the program; e.g., Camp Easter Seal, community volunteer projects, public or private schools.

Requiring students to associate with handicapped children at an earlier stage in their academic careers and to experience firsthand what teaching is all about would result in a number of benefits. The incorporation of more and earlier opportunities to be actively involved with children would increase the breadth and depth of the special education faculty assessments of the student's ability to relate to children and to perform with competence and confidence both in the classroom and in the field. It would also go a long way toward alleviating the strong concern on the part of the districts that more of the personnel selection process should take place at the pre-service level. Having available a brief history of all the student's previous experiences also would dispel, to a large extent, doubt in the mind of the supervising and/or cooperating teacher who must judge whether or not a student should be permitted to continue in a teacher preparation program.

Adopting all of these measures could reduce the number of teacher education graduates while at the same time increase their chances for success and employability in the real world. The number of persons who complete teacher training programs

but who do not enter teaching, or who soon leave teaching (14 percent annually) indicates the need for early decision making. Practicum experiences, both those provided by the institution and those that the student seeks on his own, should be emphasized. More, better planned, earlier, and better documented practicums will, in the long run, benefit handicapped children, students, parents, the teaching staff, and the taxpayer.

The Council on Higher Education recommends that the graduation requirements for special education teachers be examined by each teacher training institution. Investigation shows that a greater variety of practical experiences and activities be incorporated into those requirements. More, better planned, earlier, and better documented experimental and field practicum experiences would (1) provide prospective teachers with an opportunity to decide early in their college programs whether or not they want to enter the teaching profession; and (2) increase the ability of special education personnel to assess the student's ability to relate to children and perform with competence and confidence both in the classroom and in the field.

Advising and Evaluating

While the process for advising, counseling and assessing the competence of special education students is well established on all campuses, it is generally rather informal. Essentially, special education faculty and students meet once (or more) each quarter or semester over a two- or three-year period to discuss recent academic course work and field experiences and to plan strategies for the future. This procedure is designed to ensure that the student enjoys and successfully completes the program. If deficiencies occur, the student and faculty person work together to correct them; if efforts to do so fail, the special education staff will suggest that the student consider alternative career planning. Advisement is usually the responsibility of the faculty person best able to establish a rapport. Students are also to some degree evaluated subjectively with regard to attitude and behavior.

The process of advising and evaluating off-campus field experiences, especially student teaching, depends to a large extent, on the cooperating teacher.* The teacher's primary responsibility, of course, is to the children in the classroom and not to the student teacher. This, however, works to benefit everyone concerned. Generally, the cooperating teacher

*See Definitions, p. 39

discusses with the student, on a daily basis, methods and techniques that the student is or should be using to ensure learning progress on the part of each handicapped child. In those cases where both classroom teacher and a special supervisor* are involved at the local level, these two persons meet regularly with the student teacher in an effort to ensure a successful experience. Problems can be brought to the attention of the college field supervisor*, who visits the student teacher once a week.

At the end of the student's directed teaching experience the cooperating teacher is asked to evaluate the student and to indicate, in narrative form, anything he or she believes to be important. The cooperating teacher also is asked to address the question of whether this person should continue in the program or be hired. Finally, in a face-to-face meeting, the student, the college field supervisor and the cooperating teacher discuss the evaluation.

It is not too difficult to see the problems inherent in this kind of situation. First, the cooperating teacher is probably unfamiliar with the student he or she is asked to supervise. Then, the cooperating teacher generally has little or no assurance the student has worked up to and is ready

*See Definitions, p. 39

(competent) for the student teaching experience. Finally, while the cooperating teacher generally is provided with a "checklist" by which he is expected to judge the student's ability, the districts believe these forms, as presently developed, are inadequate. The forms do not, for example, reflect the competencies or standards expected of graduates of a particular college or university program.

In July 1971, the State Board of Education adopted new standards for the preparation and certification of school professional personnel which emphasize competencies and field experiences. At the present time, two institutions have taken steps to develop competence-based programs on the baccalaureate level. (The University of Washington cooperates with the Issaquah School District in developing the competence criteria used in training master's candidates, and Western Washington State College and the Lake Washington School District are working together to develop competence-based certification criteria for administrators of special education programs on the post-master's level.)

The Eastern Washington Consortium for Special Education, which first began meeting in 1972, has taken the first formal step in this direction on the baccalaureate level. Since that time, members of the consortium (membership is comprised or approximately 20 special educators from public schools, professional

organizations, parent groups, and Eastern Washington State College) have worked together to develop a competence-based program for special education teachers on the elementary level. This particular program intends that the teaching certificate be endorsed ("Preparatory", "Initial" and "Continuing"), indicating the level of competence attained. At this stage -- a working draft is in use -- the program sequences and describes the teaching techniques that will apply across the broad range of handicapping conditions. The primary objective is to teach needed skills while at the same time, ensure that both instructor and student understand the task to be accomplished, its limitations, and the conditions and criteria that must be met.

The special education department at Central Washington State College did not develop its competency-based program through the efforts of a consortium; however, the districts appear to be most satisfied with the "quality" of Central's program. The faculty at Central first established the program's training goals -- the program assumes "that basic teaching problems are the same for all categories of (handicapped children) and that all Special Education instruction must be individual"; then performance objectives were established for each course. One day each quarter the special education faculty at Central cancel classes and "retreat" to discuss

the program's effectiveness, based on their own experiences and on input requested from cooperating and supervising teachers in the field, from graduates of the program, and from administrators responsible for these graduates/teachers. This approach has worked to keep Central's program viable. While the special education program at Eastern is relatively new, it is also intended to prepare "generalists in given categories of handicapping conditions and specialists in instructional strategies applicable across a broad spectrum of learning problems".

If the special education departments in each of the teacher training institutions would proceed to determine the competencies they consider minimal and essential in the graduates and, therefore, products of their program; and if the desired competencies are applied to the courses they presently offer and require, the result would be better organized programs and minimized course duplication or overlap.

The Council on Higher Education recommends that all state special education teacher training institutions take immediate steps to begin to develop and make known those criteria by which it can be determined -- by college faculty, by field experience supervisors, and by the students themselves -- whether the student has attained competence in those areas considered basic and essential to successful program completion. The approach adopted by either Central or Eastern Washington State College could provide a model for use in establishing competence-based criteria for each of the state college and university special education teacher training programs.

Communication Between District and College

Many districts are geographically inaccessible to a college or university and do not provide opportunities for special education student teachers or interns. Since this particular relationship often provides the only vehicle for regular communication between the college and the district, many district personnel are precluded from providing input regarding their personnel needs directly to the personnel trainers. Of all the districts or cooperatives responding to the survey (82), more than one-half have no established ties with a college or university special education department; and more than one-quarter of those districts or cooperatives presently providing training opportunities for student teachers and interns do not believe they have an established communications link with any of the four-year institutions. In several cases district special education directors were enthusiastic about the quantity and quality of communication between themselves and the college and university faculty, but even they believe the link could be strengthened. Too frequently college faculty talk only to district administrators, some of whom lack training in special education and, in some cases, district programs may be disproportionately affected by the philosophy espoused by an articulate faculty member.

A regular exchange of ideas would benefit both college and district personnel. With a few notable exceptions, there is widespread belief among the districts that most college and university faculty know little of district programs and the day-to-day problems encountered by their graduates. One mechanism presently employed and considered essential is the follow-up of first year graduates; but that alone does not seem to provide the regular person-to-person exchange deemed desirable by the districts. It was frequently recommended, for example, that college and university faculty spend some time "on assignment" teaching handicapped children in the local classrooms. Local school districts also indicated they have outstanding personnel who want to be and could be included in college or university special education training programs. Faculty exchanges could be arranged at little or no additional cost to either the district or the college and could stimulate change and improvement in teacher education programs as much or more than any other single thing. Finally, it is believed that some benefit would accrue if special education teachers were asked to be researchers (with the help of college and university departments and their local administrators).

Adopting a consortium approach would provide an excellent vehicle for communication between the district and the

college; however, any regular communications process that involved both college faculty and local special education administrators, teachers, students, and parents could accomplish similar purposes.

The Council on Higher Education recommends that a regular communications process between the teacher training institutions and the user districts be firmly established, and that all levels of special education personnel -- two- and four-year college faculty, and administrators, teachers and supportive personnel from the school districts -- and both parents of, and handicapped students themselves, be involved. The establishment of a firm and regular communications process would provide essential and desirable opportunities to agree (and continue to agree) on the basic competencies needed in the field; to plan for better and less redundant student field experiences; to provide for faculty exchanges to stimulate change and improvement in special education programs; and to begin to resolve the problems of articulating two- and four-year special education teacher preparation programs.

Mainstreaming

It is much easier to see why special education got itself out of the mainstream of education than it is to begin to reintegrate the two programs. One reason was that exceptional children were not being adequately served in regular classes. Even today the majority of elementary school teachers do not have training in special education. However, because the majority of exceptional children are educated in regular classrooms, the importance of ensuring that all elementary teachers have course work in the area of exceptional children is becoming more of an issue.

Services for handicapped children over the past few years have changed drastically. Historically many youngsters that are now in regular school settings were isolated in institutions or sub-standard settings in school districts. Looking down the road, it is apparent that handicapped students increasingly will be integrated with students in regular programs.

The instructional policy advocated by the Washington State Office of the Superintendent of Public Instruction is clearly one of mainstreaming. The basic philosophy of mainstreaming speaks to the integration of any handicapped child who can experience success into the regular classroom; and toward ensuring that the education provided will lead to the further integration of that child into the community in which he lives.

It should be stressed that only a minuscule percentage of exceptional children are so obviously handicapped that they can never be enrolled in any kind of normal school system. The relevance for this trend toward mainstreaming is the necessity that those who choose to enter the field of regular education will have to receive at least minimal preparation in the causes and characteristics of handicapping conditions and program alternatives for the handicapped.

At the present time, two of the state colleges require that students preparing to be "regular" education teachers take some coursework that relates especially to exceptional children. Both Central and Eastern require that regular teachers have some knowledge of the causes and characteristics of handicapped children. All of the colleges and universities open their special education courses to regular education students.

The University of Washington recently submitted to the Office of Education (Handicapped) a proposal requesting funding to train pre-service students in "procedures that will facilitate the integration of mildly handicapped individuals with non-handicapped individuals in regular classrooms." They argue that "these techniques, although geared primarily for

improving the instructional procedures for the mildly handicapped, will also improve the general instruction for all students."[1] This proposal calls for the initial implementation of the new courses and curriculum changes beginning in fall 1976 and a full evaluation of the project to be completed by June 1978. (Five degree programs will be affected: 2 undergraduate and 3 graduate.)

An examination of the kinds of in-service training most often provided in 1973-74 indicates a direct relationship between the skills and competencies needed in the special education personnel presently employed and those who are now being trained.

1. Practical experiences in working with children having certain learning and/or behavior disorders.

2. Instruction and seminars in specific special education problems, methods and curricula assessment and continuous measurement techniques, establishing and meeting learning objectives, individualizing instruction, reading instruction, etc.

3. Current trends, issues and developments in special education.

One in-service training program particularly worthy of mention

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[1]University of Washington, An application for federal assistance, "Specialized Preparation for Regular Education Personnel," October 1, 1974, pp. 16, 18 and 21.

is the program at Buckley. In response to a request made also of other public colleges and universities, the special education department at Central Washington State College recently initiated a program for both teacher aides and certified teachers who lack special education preparation and who are employed at Rainier School. The first courses, offered on a pilot basis during spring quarter, 1974, were so successful that the program was expanded this quarter -- about half the staff is enrolled -- and Central has been asked to develop a formalized two-year program. The education staff at Buckley is particularly enthusiastic about the fact that the program can be offered on site in the late afternoon and evening. Because practicum experiences are automatically built in, they believe that, for their personnel, the program offered at Buckley is both more appropriate and of better quality than a special education program offered on campus.

With regard to all special education programs, one of the primary in-service (as well as pre-service) training needs is to increase the teacher's ability to individualize instruction. Associate Special Education Instructional Materials Centers (located at Central, Eastern and Western Washington State Colleges) house, maintain, catalog, and loan -- on a mail-out or walk-in basis -- instructional materials for use by all teachers of exceptional children within the service area. Services provided emphasize both pre- and in-service

training in instructional technology, and direct instruction and in-class assistance with materials and methods.

The services provided through the ASEIMCs are funded through the Office of the Superintendent of Public Instruction, Special Services Division (Title VI). The responsibility for funding other in-service training programs falls to the district or, in the case of credit courses, to the teachers themselves. At the present time, local special education personnel often spend a great deal of their own time in educating their colleagues in regular programs in order to bring about effective opportunities for handicapped students.

To further indicate the need by regular education teachers for some background in special education, beginning in March 1975 the Office of the Superintendent of Public Instruction will be sending a training van around the state for the purpose of providing both in-service and pre-service self-paced special education courses to from 6000 to 8000 teachers a year.

The Council on Higher Education commends all efforts on the part of the local districts, the intermediate school districts and the colleges and universities to determine and to meet special education in-service training and

upgrading needs; however, new ways must be developed through which both in-service and pre-service training needs can be met. All regular education teacher trainees should be required to take a course which would, among other things, introduce them to the causes and characteristics of handicapping conditions. Courses in instructional methods and techniques which would enhance the teaching capabilities of all teachers and would apply to all children should be emphasized and required. There is a great need to demonstrate that all children have special needs that, to some degree, can be met by all teachers. And because the concept of paraprofessionals in education is fairly new, teachers and administrators are often not prepared to accept the trained person or to use them effectively in the classroom. (The Office of the Superintendent of Public Instruction presently allows 520 teacher aide hours per FTE teacher.) The four-year institutions could play an important role in helping both regular and special education teacher trainees understand the contribution which the trained paraprofessional can make.

The Council on Higher Education recommends that new ways be developed to meet the in-service and pre-service training needs of "regular" education teachers who are becoming involved in mainstreaming.

The Council on Higher Education recommends that the four-year institutions play a role in ensuring that both regular and special education teacher trainees understand the contribution the trained paraprofessional can make.

DEFINITIONS

College field supervisor:

A faculty person whose assignment includes maintaining contact with both student teachers and those district personnel who have agreed to work with the student teacher on a daily basis.

Cooperating teacher:

A classroom teacher who has agreed to work with a student teacher -- usually for one quarter, full time -- to develop teaching skills in that student.

Internship:

A full-time field experience usually reserved for graduate students, during which the student works under the supervision of special education personnel.

Practicum:

A field experience in a special setting; sometimes a "mini-internship" and sometimes in relation to particular course work.

Special education supervisor:

The district or local director, coordinator or supervisor of special education or special services.

Student teaching:

Usually a one-quarter full-time field experience during which the student works with a supervising teacher with the objective of becoming sufficiently skillful in the classroom so that he or she can teach a class alone.

Appendix A

CHAPTER 66

[Engrossed House Bill No. 90]

EDUCATIONAL OPPORTUNITIES FOR HANDICAPPED CHILDREN

AN ACT Relating to educational opportunities for all handicapped children; amending section 28A.13.010, chapter 223, Laws of 1969 ex. sess. as amended by section 2, chapter 2, Laws of 1969 ex. sess. and RCW 28A.13.010; amending section 28A.13.020, chapter 223, Laws of 1969 ex. sess. and RCW 28A.13.020; amending section 28A.13.030, chapter 223, Laws of 1969 ex. sess. and RCW 28A.13.030; amending section 28A.13.040, chapter 223, Laws of 1969 ex. sess. and RCW 28A.13.040; amending section 28A.13.050, chapter 223, Laws of 1969 ex. sess. and RCW 28A.13.050; amending section 28A.24.100, chapter 223, Laws of 1969 ex. sess. and RCW 28A.24.100; adding new sections to chapter 28A.13 RCW; adding a new section to chapter 28A.41 RCW; providing penalties; and making an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Section 1. It is the purpose of this 1971 amendatory act to ensure that all handicapped children as defined in section 2 of this 1971 amendatory act shall have the opportunity for an appropriate education at public expense as guaranteed to them by the Constitution of this state.

Sec. 2. Section 28A.13.010, chapter 223, Laws of 1969 ex. sess. as amended by section 2, chapter 2, Laws of 1969 ex. sess. and RCW 28A.13.010 are each amended to read as follows:

There is established in the office of the superintendent of

public instruction a division of special ((educational aid)) education for handicapped children, to be known as the division for handicapped children.

Handicapped children are those children in school or out of school who are temporarily or permanently retarded in normal educational processes by reason of physical or mental handicap, or by reason of ((social or)) emotional maladjustment, or by reason of other handicap, and those children who have specific learning and language disabilities resulting from perceptual-motor handicaps, including problems in visual and auditory perception and integration. ((: PROVIDED, That))

The superintendent of public instruction shall require each school district in the state to insure an appropriate educational opportunity for all handicapped children of common school age. The superintendent of public instruction, by rule and regulation, shall establish for the purpose of excess cost funding, as provided in this 1971 amendatory act, functional definitions of the various types of handicapping conditions and eligibility criteria for handicapped programs. For the purposes of this chapter, an appropriate education is defined as an education directed to the unique needs, abilities, and limitations of the handicapped children.

This section shall not be construed as in any way limiting the powers of local school districts set forth in section 7 of this 1971 amendatory act.

No child shall be removed from the jurisdiction of juvenile court for training or education under this chapter without the approval of the superior court of the county.

Sec. 3. Section 28A.13.020, chapter 223, Laws of 1969 ex. sess. and RCW 28A.13.020 are each amended to read as follows:

The superintendent of public instruction shall appoint an administrative officer of ((such)) the division. The administrative officer, under the direction of the superintendent of public instruction, shall coordinate and supervise the program of special ((aid)) education for all handicapped children in the school districts of the state. He shall cooperate with ((county and)) intermediate school district superintendents and local school district superintendents ((of schools)) and with all other interested school officials in ((the conduct of the program)) ensuring that all school districts provide an appropriate educational opportunity for all handicapped children and shall cooperate with the state ((director of health)) secretary of social and health services and with county and regional ((health)) officers on cases where medical examination or other attention is needed.

Sec. 4. Section 28A.13.030, chapter 223, Laws of 1969 ex. sess. and RCW 28A.13.030 are each amended to read as follows:

((School district officials and teachers)) The board of directors of each school district, for the purpose of compliance with the provisions of this 1971 amendatory act, shall cooperate with the superintendent of public instruction and with the administrative officer((,)) and shall provide an appropriate educational opportunity and give ((such)) other appropriate aid and special attention to handicapped children ((as their)) in regular or special school facilities ((will permit)) within the district or shall contract for such services with other agencies as provided in section 6 of this 1971 amendatory act or shall participate in an interdistrict arrangement in accordance with RCW 28A.58.075 and 28A.58.240 and/or 28A.58.245 and 28A.58.250.

In carrying out their responsibilities under this chapter, school districts ((may)) severally or jointly((:)) with the approval of the superintendent of public instruction are authorized to

(((1) Purchase and own special aid equipment and materials, with the approval of the administrative officer, and may pay for the same out of their general fund budgets.

(2) Employ special teachers for special aid, with the approval of the administrative officer, and may pay their salaries and compensation out of their general fund budgets.

(3))) establish, ((and)) operate, support and/or contract for residential schools and/or homes approved by the department of social and health services for aid and special attention to handicapped children ((, with the approval of the administrative officer, and may pay for the operation of such residential schools out of their general fund budgets)).

(((4) Contribute funds for purchasing sites and constructing, equipping and furnishing buildings in another school district for the purpose of giving special educational aid to handicapped children, with the approval of the administrative officer, and may pay for the same out of their building fund budgets.

School districts may make agreements with other school districts for aid and special attention to handicapped children of their districts in the schools and special services of such other districts, with the approval of the administrative officer, and may pay for the same out of their general fund budgets, and such payments may include the cost of board and room for such handicapped children while housed in such other districts. Such expenditures may be partially or wholly reimbursed from funds appropriated for that purpose under rules and regulations established by the superintendent of public instruction)). The cost of board and room in facilities approved by the department of social and health services shall be provided by the department of social and health services for those handicapped students eligible for such aid under programs of the

department. The cost of approved board and room shall be provided for those handicapped students not eligible under programs of the department of social and health services but deemed in need of the same by the superintendent of public instruction: PROVIDED, That no school district shall be financially responsible for special aid programs for students who are attending residential schools operated by the department of social and health services: PROVIDED FURTHER, That the provisions of this 1971 amendatory act shall not preclude the extension by the superintendent of public instruction of special education opportunities to handicapped children in residential schools operated by the department of social and health services.

Sec. 5. Section 28A.13.040, chapter 223, Laws of 1969 ex. sess. and RCW 28A.13.040 are each amended to read as follows:

Any child who is not able to attend school and who is eligible for special excess cost aid ((under)) programs authorized under this chapter ((may)) shall be given such aid at ((his)) home or at such other place as determined by the ((administrative officer)) board of directors of the school district in which such child resides. Any school district within which such a child resides shall thereupon be granted regular apportionment((s)) of state and county school funds and, in addition, allocations from state excess funds made available for such special services for such ((days)) period of time as such special aid program is given: PROVIDED, That should such child or any other handicapped child attend and participate in a special aid program operated by another school district in accordance with the provisions of RCW 28A.58.230, 28A.58.240, and/or 28A.58.245, such regular apportionment shall be granted to the receiving school district, and such receiving school district shall be reimbursed by the district in which such student resides in accordance with rules and regulations promulgated by the superintendent of public instruction for the entire approved excess cost not reimbursed from such regular apportionment.

NEW SECTION. Sec. 6. There is added to chapter 28A.13 RCW a new section to read as follows:

For the purpose of carrying out the provisions of sections 2 through 5 of this 1971 amendatory act, the board of directors of every school district shall be authorized to contract with agencies approved by the state board of education for operating handicapped programs. Approval standards for such agencies shall conform substantially with those promulgated for approval of special education aid programs in the common schools.

Sec. 7. Section 28A.13.050, chapter 223, Laws of 1969 ex. sess. and RCW 28A.13.050 are each amended to read as follows:

Special educational and training programs provided by the state and the school districts thereof for handicapped children

((temporarily or permanently retarded in normal educational processes by reason of physical or mental handicap, or by reason of social or emotional maladjustment, or by reason of other handicap)) may be extended to include children of preschool age. School districts which extend such special programs ((as provided in this section,)) to children of preschool age shall be entitled to the regular apportionments from state and county school funds, as provided by law, and in addition to allocations from state excess cost funds made available for such special services((,)) for those handicapped children ((three or more years of age)) who are given such special services.

NEW SECTION. Sec. 8. Where a handicapped child as defined in section 2 of this 1971 amendatory act has been denied the opportunity of an educational program by a local school district superintendent under the provisons of RCW 28A.27.010, or for any other reason there shall be an affirmative showing by the school district superintendent in a writing directed to the parents or guardian of such a child within ten days of such decision that

(1) No agency or other school district with whom the district may contract under section 4 of this 1971 amendatory act can accommodate such child, and

(2) Such child will not benefit from an alternative educational opportunity as permitted under section 5 of this 1971 amendatory act.

There shall be a right of appeal by the parent or guardian of such child to the superintendent of public instruction pursuant to procedures established by him and in accordance with section 9 of this 1971 amendatory act.

NEW SECTION. Sec. 9. There is added to chapter 28A.13 RCW a new section to read as follows:

The superintendent of public instruction shall have the duty and authority, through the division of special education, to:

(1) Assist school districts in the formation of total school programs to meet the needs of handicapped children.

(2) Develop interdistrict cooperation programs for handicapped children as authorized in RCW 28A.58.245.

(3) Provide, upon request, to parents or guardians of handicapped children, information as to the handicapped programs offered within the state.

(4) Assist, upon request, the parent or guardian of any handicapped child in the placement of any handicapped child who is eligible for but not receiving special educational aid for handicapped children.

(5) Approve school district and agency programs as being eligible for special excess cost financial aid to handicapped

children.

(6) Adjudge, upon appeal by a parent or guardian of a handicapped child who is not receiving an educational program, whether the decision of a local school district superintendent under section 8 of this 1971 amendatory act to exclude such handicapped child was justified by the available facts and consistent with the provisions of this 1971 amendatory act. If the superintendent of public instruction shall decide otherwise he shall apply sanctions as provided in section 12 of this 1971 amendatory act until such time as the school district assures compliance with the provisions of this 1971 amendatory act.

(7) Promulgate such rules and regulations as are necessary to implement the several provisions of this 1971 amendatory act and to ensure educational opportunities within the common school system for all handicapped children who are not institutionalized.

Sec. 10. Section 28A.24.100, chapter 223, Laws of 1969 ex. sess. and RCW 28A.24.100 are each amended to read as follows:

Individual transportation or other arrangements may be authorized when these seem best in the judgment of the commission. No district shall be required to transport any pupil living within two miles of the school which such pupil attends: PROVIDED, That all handicapped children as defined in section 2 of this 1971 amendatory act who are not ambulatory and/or who are not capable of protecting their own welfare while traveling to and/or from the school or agency where special educational aid services are provided shall be provided with transportation at school district or districts expense. Except as otherwise provided in this section, the commission may require pupils residing within two miles of an established route to travel to the route at their own expense.

NEW SECTION. Sec. 11. There is added to chapter 28A.41 RCW a new section to read as follows:

The superintendent of public instruction shall submit to each regular session of the legislature a programmed budget request for handicapped programs. Programs operated by local school districts shall be funded on an excess cost basis from appropriations provided by the legislature for handicapped programs and shall take account of state funds accruing through RCW 28A.41.130, 28A.41.140, and other state and local funds, excluding special excess levies.

NEW SECTION. Sec. 12. The superintendent of public instruction is hereby authorized and directed to establish appropriate sanctions to be applied to any school district of the state failing to comply with the provisions of this 1971 amendatory act to be applied beginning upon the effective date thereof, which sanctions shall include withholding of any portion of state aid to such district until such time as compliance is assured.

NEW SECTION. Sec. 13. If any provision of this 1971 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected.

NEW SECTION. Sec. 14. This 1971 amendatory act will take effect July 1, 1973.

Passed the House April 1, 1971.
Passed the Senate May 8, 1971.
Approved by the Governor May 10, 1971.
Filed in Office of Secretary of State May 11, 1971.

Appendix B

INTRODUCTION

Wendell C. Allen
Lillian V. Cady
William H. Drummond

The basic purpose of State Board of Education guidelines and standards for preparation leading to certification has always been to ensure the competence of common school professional personnel.

Prior to 1949 certification programs were based on a specified number of courses prescribed by the state. Regulations endorsed by the State Board of Education in 1949 established a program approval approach which placed responsibility upon the colleges and universities for the substance of preparation programs. School districts were involved in the student teaching experience and shared with the teacher and the institution of higher learning the planning of fifth-year programs. Revision of the standards in 1961 strengthened the academic preparation of teachers, necessitated greater cooperation between colleges and school organizations, and fostered more flexibility in program planning.

Study of the current scene and appraisal of trends suggest that Washington can marshal its resources and knowledge to stimulate preparation which is more appropriate to the services which professional personnel should provide to today's children and youth, and that preparation programs should reflect and encourage an open-system concept. The open-system allows input from a variety of sources, does not lock all persons into the same mold, and encourages difference, variety, and change. The state is concerned that preparation experiences be relevant to competence on-the-job, the actual world of the elementary and secondary school student and to the changing needs of society.

For Washington State the 1971 guidelines for program approval and certification are a natural, evolutionary step. These guidelines provide a framework within which trends and changes in society and education which should influence preparation can be more readily incorporated into preparation programs. The 1971 guidelines encourage broad participation, honor the open-system concept, and decentralize responsibility and accountability for preparation and the outcomes of preparation.

To further these objectives, the guidelines and standards provide for colleges/universities, professional associations and school organizations to form consortia to plan and carry on preparation programs. Each of the three agencies in a consortium is to have an equal voice in overall planning, policy formation, assignment of responsibilities, evaluation of programs, and the hearing of appeals.

The guidelines and standards establish a framework whereby the objectives of preparation are determined; competencies in subject matter specialities, pedagogy, and personal characteristics are delineated; and entry and exit-level competencies for each stage of preparation are specified. It is essential that preparation programs include and address competencies in subject matter knowledge as well as in the art and science of teaching, and in such human dimensions as interpersonal communication. The professional must be competent in each of these areas. He is basically a decision-maker and decisions for improving learning must be based upon the data generated from the interplay among these several areas of competence.

Several assumptions underlie these 1971 guidelines: (1) the main purpose of the school is to help each child achieve self-direction and self-reliance in a dymanic and changing society; (2) the adults in a school, by the way they work and live, establish the intellectual and emotional climate for the school; (3) adults moving into schools as professionals need to experience preparation in a manner consistent with the way children ought to be helped to learn in school; (4) learning and growth is a continuing and dynamic process; (5) all learners become what they will by the choices they make, the actions they take, and the consequences they undergo; and (6) learning and growth best occur under circumstances where persons are respected and loved and free to be themselves and to become whomever they have the will to become.

Given these assumptions, the guidelines and standards proceed naturally from developments in teacher education over the past twenty-five years and emphasize the following principles:

a. preparation should be related to performance and performance related to the objectives of the professional and his clients;

b. preparation should be individualized and give recognition to personal style;

c. preparation programs should be planned and developed in a participatory manner by those affected; and

d. preparation is a career-long, continuing process.

Appendix C

SENATE RESOLUTION
1974 - 178

By Senators Odegaard and Sandison

WHEREAS, The Legislature of this State passed Laws of 1971 1st ex. sess., chapter 66, to "ensure that all handicapped children ...shall have the opportunity for an appropriate education at public expense as guaranteed to them by the Constitution of this state"; and

WHEREAS, Section 14 of said act made such act and its attendant responsibilities effective July 1, 1973; and

WHEREAS, Educators and medical and physiological experts agree that the education of the handicapped within the classroom, with its variety of problems incidental to the individual participant, requires special training other than that received in the education of the usual certificated employee;

NOW, THEREFORE, BE IT RESOLVED, By the Senate of the State of Washington, That the Council on Higher Education be, and is hereby requested to, survey the public institutions of higher education within this State to ascertain the quality of programs being offered both at undergraduate and graduate levels for the advancement of this program of education of the handicapped within this State; and

BE IT FURTHER RESOLVED, That the Council on Higher Education be and is hereby requested to prepare and present its report thereon to the Governor and leaders of the Legislature prior to t' convening of the next regular session of the Legislature in January, 1975; and

BE IT FURTHER RESOLVED, That a copy of this resolution be transmitted upon the passage thereof by the Secretary of the Senate to the Council on Higher Education.

I, Sid Snyder, Secretary of the Senate, do hereby certify this is a true and correct copy of Senate Resolution No. 1974-173, adopted by the Senate February 11, 1974.

SID SNYDER
Secretary of the Senate